

# Letter of Intent: Applicant and Media Contact Form

Created Friday, February 01, 2013

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**All applicants seeking to establish a charter school authorized by the Board of Regents to open in 2014 must submit a Letter of Intent to Apply, which requires completion of this applicant and media contact form, and an upload of your 5 page Letter of Intent to Apply as outlined on pages 14 of the 2013 RFP and Application Kit. Please submit these tasks by 5:00 PM on February 1, 2013. Applicants who do not submit a complete Letter of Intent to Apply by this deadline will not be permitted to submit a Full Application.**

a. Proposed Charter School Name

(Please write out the formal and full name for the school you proposed, and include the words "charter" and "school" in the proposed name).

*THE DAIR INTERNATIONAL SCHOOL*

**Whether submitting an application in Round 1 or Round 2, all new charter school applicants seeking public space in New York City must fill out a "Request for DOE Space" by January 31, 2013. The Request Form can be found at <https://docs.google.com/spreadsheet/viewform?formkey=dHNTYVFueWd4RWhmLW5CNHBqV>**

b. Preferred school location.

Select the preferred geographical area on the left and then select the preferred school district or community school district on the right.

*NYC CSD-Brooklyn: CSD 20*

Select a second geographical area on left and then select the school district or community school district on right.

*NYC CSD-Brooklyn: CSD 21*

If necessary, select a third geographical area on left and then select the school district or community school district on right.

*NYC CSD-Brooklyn: CSD 15*

c. Applicant(s) information, including mailing address, phone number, and email address, and information establishing that the applicant(s) is a parent, teacher, school administrator or community resident.

(The entire chart may not be visible on your screen. Use the "tab" key to move from column to column. The first column will remain static as you do so).

	First and Last Name	Best Phone Number (###-###-####)	Email Address	Street Address, City, State, Zip
Lead Applicant	Janeth Canavan	[REDACTED]	[REDACTED]	[REDACTED]

Co-Applicant

As the Lead Applicant(s), I (we) can best be described as a:

(Multiple responses permitted)

- Parent
- Current or former Teacher
- Current or former School Administrator
- Community Resident

d. Media Contact: please provide a phone number and/or email address to which public inquires about the proposed charter school may be addressed.

	First and Last Name	Best Phone Number (###-###-####)	Email Address	URL (type web address or the word "none")
Media Contact	Janeth Canavan	845-216-1172	DAIRschool@teachers.org	none

e. Planned grades and enrollment in each year of the proposed charter term.

	Ages (or age ranges)	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
K	0	0	0	0	0	0
1st	0	0	0	0	0	0
2nd	0	0	0	0	0	0
3rd	0	0	0	0	0	0
4th	0	0	0	0	0	0
5th	0	0	0	0	0	0
6th	0	0	0	0	0	0
7th	0	0	0	0	0	0
8th	0	0	0	0	0	0
9th	0	45	45	45	45	45
10th	0	0	45	45	45	45
11th	0	0	0	45	45	45
12th	0	0	0	0	45	45
Ungraded	0	0	0	0	0	0
Total		45	90	135	180	180

f. Proposed Management and/or Partner Organization(s), such as a charter or educational management company or a university, academic program partner, or whole school change partner.

(See pages 36-39 of the application kit for definitions and guidance as only "significant" partnerships should be listed here).

f. Proposed Management and/or Partner Organization(s), such as a charter or educational management company or a university, academic program partner, or whole school change partner.   Proposed Management Company	Not applicable
f. Proposed Management and/or Partner Organization(s), such as a charter or educational management company or a university, academic program partner, or whole school change partner.   Partner Organization 1	Not applicable
f. Proposed Management and/or Partner Organization(s), such as a charter or educational management company or a university, academic program partner, or whole school change partner.   Partner Organization 2	Not applicable

Thank you for completing the Applicant and Media Contact Form which will be duplicative of some information contained in your letter of intent. Having information in this form allows the Department to merge applicant contact information into our existing data system. Please proceed to upload your signed and dated 5 page Letter of Intent to Apply.

## THE D.A.I.R. INTERNATIONAL SCHOOL LETTER OF INTENT

### **I. APPLICANT INFORMATION**

**(a)** Janeth Canavan [REDACTED]

Janeth Canavan is a parent and educator.

**(b)** DAIRschool@teachers.org

**(c)** Janeth Canavan - Mrs. Janeth Canavan has more than 18 years of experience working as a Hotel Administrator, Business Marketing developer in New York, Mexico, Latin America and Europe. Mrs. Canavan made a decision more than 10 years ago to become an Educator teaching high school, college-level literacy, AP courses, Regents and adult tutoring using her heritage and fluency in Spanish. As an educator she has built lifelong and passionate learners of foreign affairs, culture and languages through the application of a practical pedagogical apparatus and rigorous studies. Her contribution, expertise and success will be an asset to the ongoing mission and enhancement of the institution. Ms. Canavan has an MA in Education and a MA in Education Psychology. She is a prospective Board member.

Ingrid Linton - Ingrid Linton has served at the NYCDOE as a High School teacher. In that capacity, she also served as a liaison on the leadership committee and on the EEOC school community. She served on the Manhattan Superintendent's Special task stream in creating curriculum for special needs students. She coordinated activities at the high school level for the Future Business Leaders of America program and started her own Life skills tutoring business. She is presently pursuing a certification in IT A+ (computer support specialist). Ms. Linton is state certified in Business, ESL, and Technology education. She will bring her vast knowledge and professional experiences to the staff of the school. She has a Master's degree in Instructional Technology. She is a prospective Board member.

Ngari Kabia - As a career educator, Ngari has made vital contributions to several schools and educational organizations for many years. He has always taught and worked with high-need and at-risk preschool to adult learners, especially adolescent students. Ngari has taught numerous core and non-core subject areas, and has led educational personnel & programs. He possesses diverse developmental knowledge and has developed curricula and programs. Ngari also has Board and community experience with educational and civic organizations, including as a representative for a NYS Senator. He is a community resident and prospective Board member.

**(d)** Rodger Jaffe – Rodger Jaffe has an extensive array of experience in the Insurance industry and over twenty five years of pedagogical experience in Math and Science. During his years in the insurance industry he worked as an underwriter and actuary. In his educational experience, he has served as a department head for Math. He has worked as a teacher mentor and has worked extensively planning the school curriculum. He has traveled extensively throughout the United States, including trips to Miami, Hawaii, Montana and New Orleans to take part in Math and Science workshops. He has served as tennis coach, a basketball coach and chess coach. During his years of teaching he has helped students to grow academically, as well as socially, emotionally and physically. Mr. Jaffe will bring an array of expertise from both his love for teaching and his mastery of subject matter.

Bryan D. Glass - Bryan D. Glass is an Owner/Partner and practicing attorney of Glass Krakower

LLP. Mr. Glass has practiced for a number of years in the areas of labor and employment, municipal, civil rights, and education law in both the public and private sectors. He has served as an associate counsel representing city agencies, hospitals, and schools in all forms of labor and employment litigation, and as a law clerk to federal and state court judges. Mr. Glass is admitted to practice in New York, New Jersey and Pennsylvania.

Corazon Tamargo Rivera - Corazon Tamargo Rivera established the real estate firm, Bona Tierra in 1988. Ms. Rivera’s clientele list includes numerous Broadway stars, mainstream actors, real estate developers, international clients and high-net-worth individuals. Her outstanding record in sales was duly recognized by her peers through numerous awards and citations from Extel, Related, Zeckendorf, Trump, Moinian Group and SJP Properties. Other awards given to her in relation to her work are the Women’s Achievements Award for outstanding leadership in business and the Mabuhay Award (Long Life Award) in recognition of her exemplary service and invaluable contribution to the Filipino American community. Corazon is active in several fundraising committees and has chaired the Soho Film Festival and Philippine Ambassador’s Cup Golf Invitational. Her success stems from hard work, dedication, perseverance and persuasiveness.

Janeth Canavan – See above description.

Ingrid Linton – See above description.

Ngari Kabia – See above description.

(e) Not applicable.

(f) Not applicable.

**II. PROPOSED CHARTER SCHOOL INFORMATION**

(a) The D.A.I.R. International School

(b) NYC District 20 is the HIGHLY preferred proposal location due to community representation in the founding group as well as unique target population. District 21, and to a lesser extent 15, are last resort options. A public site is requested.

(c) Proposed grades and enrollment for each year:

<b>YEAR #</b>	<b>SCHOOL YEAR</b>	<b>9<sup>TH</sup> GRADE</b>	<b>10<sup>TH</sup> GRADE</b>	<b>11<sup>TH</sup> GRADE</b>	<b>12<sup>TH</sup> GRADE</b>	<b>TOTAL</b>
<b>1</b>	2014-15	45				45
<b>2</b>	2015-16	45	45			90
<b>3</b>	2016-17	45	45	45		135
<b>4</b>	2017-18	45	45	45	45	180
<b>5</b>	2018-19	45	45	45	45	180

(d) N/A at this time.

(e) The DAIR International School is committed to equipping students of all aptitudes with the knowledge and tools they need for academic, social, physical, and lifelong achievement. We seek to enlighten and empower our students to become dynamic leaders in society through the creative learning experiences obtained from differentiated instruction, alternative forms of

assessment, innovation & technology, and rigor in the core academic skills through language. We will embolden students to be courageous in life's endeavors and advance in society.

**(f)** Our school represents a pioneering force in successfully serving the distinctive developmental needs of the often underserved at-risk & high-need students through its unique program model. In order to successfully teach and support our target population of English Language Learners, Students with Disabilities, and students eligible for a free or reduced-price lunch, our school program model proposes a comprehensive process. To meet the very diverse needs of our students, a cornerstone of the school includes individualized differentiated instruction. We will take advantage of an assortment of student data to inform the curriculum we implement and the services we provide. Our school will capitalize on student interests and strengths to build areas of need. Our school will create learning profiles for every student to improve planning and increase learning. We will work with students to develop short- and long-term goals for each of them, which will help to guide student motivation & expectations, school & student planning, and measurement of progress. Everything from our teaching method, to the information learned, and the work produced by students will be differentiated to address individual student needs. Our school will rely on not only mandated testing, but also a variety of assessment methods. In order to accurately and authentically gauge student original levels of performance, short- and long-term progress, and current levels of performance, we propose utilizing a number of assessment methods that will give a more comprehensive and deeper understanding of each student. Another fundamental component of our school will be the infusion of technology toward student learning, inside and outside of the classroom. To adequately prepare them for the rest of their lives after high school, our students will need to sharply develop their skills using computers and technology. We also envision our infusion of technology as an additional way to engage students, differentiate instruction, and increase learning. Ultimately, we want our school and students to be innovative in the way that they plan, teach, learn, and convey knowledge. Considering the needs of our target population, our school will have a rigorous interdisciplinary component that stresses the constant building and practice of core academic and language skills. Several of our students will need significant development in these areas, which are important in fostering opportunities to learn and understand information both inside and outside of school. The school will preach the motto of high expectations and academic excellence. At the same time, we will have 'Liberal Arts' style course offerings that appeal to student interests, strengths, needs, and goals. One of our main goals is to ensure that our students become forward and critical thinkers that possess the spark for life-long learning. We will have a positive and proactive school culture & learning environment with themes of 'positive energy', 'collaboration', and 'community'. Our school will acknowledge students for behaviors and actions that exemplify the school culture. We will stress the expectation to all students and staff that everyone in the school community, regardless of ability, ideas, or background, will be a welcome and respected part of our school. Our school will also guide students into taking ownership of their education and overall development. We will cultivate the leadership skills in students through various activities and learning opportunities. Parents will be an essential part of our school culture and the learning process for students as collaborators. Parents will be a part of the School Board, PTA, and a number of committees. Our school will have academic, social/emotional, artistic, athletic, and extra-curricular programs that pique the interests of students, help to motivate them, and increases their learning. Our school will implement a co-teaching model with highly qualified and experienced teachers. Our teachers and administration will have significant experience and knowledge with our target population. The school will

provide students with an array of necessary support and related services and personnel to foster development and reach goals. There will be smaller classes that allow for more individual attention for students, project-based learning, and other research-based learning strategies. We will have an extended school day, week, and year to provide additional opportunities for learning and enrichment. Finally, we expect for students to be well prepared for and go to college, and/or develop the necessary knowledge and skills to have long and fulfilling careers.

**(g)** Our school will prioritize a population of predominantly ELL's, Students with Disabilities, and students eligible for a free or reduced-price lunch, while being open to all students in District 20 of Brooklyn in NYC. This district contains a large percentage of immigrants and has the second highest number of ELL's in NYC. Representation from these growing high-need and at-risk groups will certainly surpass district averages. In NYC, some of the highest numbers of ELL's by grade are in 9<sup>th</sup> and 10<sup>th</sup> grade. The numbers of ELL's in 11<sup>th</sup> and 12<sup>th</sup> grade are rising too. Consequently, we are targeting a high school population often avoided by charters. District 20 has few public high school options. Also, there are a considerable number of Students with Disabilities in the district, and about 75% of ELL's receive a free or reduced-price lunch.

### **III. STRATEGIES TO ATTRACT, RECRUIT, AND RETAIN STUDENTS**

**(a) and (b)** Our school mission, public awareness campaign, recruitment efforts, retention efforts, and student acceptance priorities are all geared toward our target population of ELL's, Students with Disabilities, and students eligible for a free or reduced-price lunch. The public outreach plan and activities described here and below will be utilized as part of our efforts to attract, recruit, and retain students to our school. We will link with Middle/Junior High Schools in the area to connect with and attract students. We will get in touch with prospective families and their children, and touch base on what our school is all about and the services offered to support them. Different languages represented in the community will be utilized with families to conduct outreach, correspond, and provide informational materials. Family orientations and home visits will help inform and encourage our target families to apply. Our positive and proactive academic, social/emotional, creative, athletic, and extra-curricular programs will be very appealing, especially for our target population. So will our excellent experienced staff and support system of mental and physical health personnel, as well as the school culture themes of 'positive energy', 'collaboration', and 'community'. Classes and activities will be tailored to student interests, needs, strengths, and goals. Students will be drawn to mentors and tutors that will guide them. Students and families will be attracted to the leadership and input opportunities that will allow them to have a voice in school matters. The same can be said of our team-building events and activities. We will look to attract students and build enrollment by appealing to the siblings of already enrolled students and their families. Also, students will be retained with smaller class sizes that will help to establish a safe and familial atmosphere, plus teachers that are representative of them. We will engage families in being part of the school culture and learning process, with school board & PTA recruitment, as well as periodic progress reports, meetings, home visits, calls, emails, & mailings. There will also be frequent progress meetings with students to aid them in taking ownership of their development.

### **IV. PUBLIC OUTREACH AND COMMUNITY SUPPORT**

**(a)** Since we want our school to be a truly collaborative creation with the surrounding community that reflects the many needs of students and families, we have reached out to the community in several ways for their input. With genuine community representation in the

founding group, we have a direct connection to the neighborhood that allows us to have a deeper understanding of it. First and foremost, in order to obtain the most authentic input about the school, we made sure to personally talk with members of the community, including the parents and families of our target student population. We elicited from families what they felt were the most important attributes of their ideal school, in addition to what they felt could be better about their current school. In doing so, we looked to learn what families most cared about and their interests in reference to the developmental needs of their children. As part of our community awareness campaign, we have publicized informational materials in the neighborhood that detailed what the school and its founders are all about. The campaign encouraged direct feedback from community members to inform us of any questions, comments, or concerns that they may have about the school. Additionally, we got in touch with several CBO's in & around the neighborhood and personally discussed the school with them. While we notified and educated them about our school, we also distributed informational materials about it to them, we established the groundwork for potential collaborations, and got the opportunity to inform their members about the school. These efforts will play a part in initiating partnerships for the vital provision of resources and services for students and the school. Currently, we are planning further public outreach to the community by developing a stronger, more enduring outreach strategy that widens our ability to publicize our efforts, hear the voices of the community, and collaborate with them to better incorporate their needs into our school. For example, we expect to work with the local Community Board & Committees, engage local leaders and officials representing the area, utilize several languages to correspond with & increasingly incorporate the large immigrant community in the district, petition regional charter centers for outreach support, as well as have formal meetings with community members & groups.

**(b)** Given the uniqueness of our school, which may be the first of its kind in specifically targeting the growing populations of ELL's, students with disabilities, and students eligible for a free or reduced-price lunch, we certainly recognize that the school will garner considerable interest. According to the NYC DOE, the community district of our proposed school location, District 20, has experienced a large influx of immigrants and consists of the second largest ELL population in all of NYC, and likely, the State of New York. Consequently, there is a high need for services and schools that adequately address the needs of ELL's in the area. As is the case across the city, in District 20 there is also an increasing need for special education programs and support services for students. This district has several elementary and middle schools, but few high school options available to students in the community. Additionally, the district is experiencing student overcrowding in its schools. As a new high school, we would play a key part in helping to alleviate each of these issues. Thus far, our feedback from community members and the feedback from community-based organizations have intimated an interest in the type of school that we are proposing. We have received positive feedback from our interactions with the community in what we are proposing to do, and believe that these responses are emblematic of how many others in the community feel. Lastly, due to the program model, our school is designed to be a relatively small school, which limits the enrollment total and increases the likelihood of reaching fulfillment of enrollment goals.

February 1<sup>st</sup>, 2013